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Criteria Relating to Educational Media Programs in Colleges and Universities. With Evaluation Check List.

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A set of criteria for use as guidelines in evaluating educational media programs in institutions of higher education was developed from two primary sources: first, from the literature dealing with educational media programs such as articles, books, and monographs; second, from papers discussing model media programs written by 12 outstanding educational media specialists. The list is comprehensive though not inclusive and is intended to assist in making subjective judgments about specific aspects of an on-going program. The criteria are arranged in groups relating to the major aspects of educational media programs. These aspects include institutional educational media services, the services a program should offer and the goals it should aspire to; educational media services--curriculum and instruction, the relationship between media personnel, their services, and the regular faculty; the educational media center, the components and sub-components which comprise the effective center; physical facilities for educational media; budget and finance of the program; and educational media staff. A checklist, which accompanies the criteria and is based on them, is designed to aid in the evaluation of a particular program and to develop a profile image of the high and low attainments of a program in order to aid policy and administrative decisions. (MT)

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CRITERIA

RELATING TO

EDUCATIONAL MEDIA PROGRAMS

IN

COLLEGES AND UNIVERSITIES

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CRITERIA
RELATING TO
AN EDUCATIONAL MEDIA PROGRAM

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monograms. Second, others were derived from papers written by twelve outstanding educational media specialists currently engaged in directing programs in various parts of the country. Each was given a special assignment to write a description of what he considered to be a model media program. They represented both large and small public schools and large and small institutions of higher education.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. INSTITUTIONAL EDUCATIONAL MEDIA SERVICES

A. Commitment to the Media Program

- An institution should have a program of media services administered through an educational media center, and sub-centers if such are needed, which provide the faculty with an adequate supply of appropriate instructional materials.
- The educational media center should be an independent service unit that operates at the same level as other major institutional services.
- An institution's educational media program should provide media and services compatible with modern-day instructional technology.
- An institution's educational media program should be directed toward the improvement of instruction in a modern educational program.
- The educational media program should occupy an important position in an institution's organizational plan.
- An institution's educational media functions and services should be coordinated under a single supervisory unit, generally called an "Educational Media Center."
- An institution should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.
- An institution's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.

- Institutional lines of communications and responsibilities should be clearly established to define the relationship to the director of the educational media program to other staff members and to establish channels through which he should communicate in order to realize the objectives of the media program.

- Institutional administrators should utilize the consultative assistance of national, state, county or local media specialists in evaluating the media program and in planning future action.'

- Liaison should be maintained with state and national public institutions or agencies to make it possible for an institution to participate in cooperative projects that enrich or stimulate the local media program.

B. Commitment to Educational Media as an Integral Part of Instruction

- The philosophy of an educational media program should be congruent with the philosophy and objectives of the institution in which it exists.

- An institution should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

- An institution should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.

- Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout an institution.

- Faculty members should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.

- The educational media program in a multiple-purpose institution should provide media and services for a wide variety of curricula in the various specialized colleges, technical colleges, and liberal arts colleges of the university.

- Long-range institutional goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.

C. Commitment to Providing Educational Media Facilities

- New classroom buildings constructed by an institution should provide for the full use of all presently owned educational media and fro the installation and use of new media as such are developed and made available.

- There should be a long-range institution-wide plan which provides for the adaptation of old classrooms for effective use of educational media.

- An educational media center should be provided with adequate physical facilities for optimum service to an institution.

- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the institution for activities of a similar nature.

D. Commitment to Financing the Educational Media Program

- An institution's educational media program should be adequately financed through an independent budget.
- The budget of an educational media program should reflect the needs of the entire institution.
- The manner in which an educational media budget is administered should be determined by clear cut institutional policies concerning allocations, income, and expenditures.
- The budget of an educational media program should be based on both the institution's long-range goals and its immediate educational needs.
- The budget of an institution's educational media program should be sufficient to support an adequate media program for optimum instructional improvement.

E. Commitment to Staffing the Educational Media Program

- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to an institution's entire faculty.
- An institution should have a sufficient number of non-professional media staff members to relieve the faculty and professional media staff of all routine clerical and technical tasks.
- The director of an institution's educational media program should be directly responsible to the administrative officer in charge of academic affairs.
- An institution's educational media program should be directed by a person with a good educational background who has special preparation as an educational media specialist.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

- The services and materials provided through an educational media center should be integral parts of curriculum and instruction.
- The use of educational media should be encouraged when such use contributes to the improvement of instruction.
- The faculty should be kept informed on new developments in materials, equipment, and the technology of instruction.

- Educational media personnel should participate in curriculum planning and development, and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.

- The director of an educational media program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all institutional programs that make use of media.

- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.

- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.

- The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.

- Professional educational media personnel should be readily available for consultation on research projects in which educational media are used.

- The educational media director and the professional media staff should be readily available for consultation to all institutes in which educational media are used.

- If an institution extends services to schools and agencies beyond its campus, the professional media personnel should be available for consultative assistance in workshops, institutes and conferences for school teachers, librarians and media personnel.

- An educational media program should include a consultation function with staff members competent to render advise to faculty, administration, staff, campus organizations, and outside agencies in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.

- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.

- Professional media personnel should be available to assist faculties in planning and implementing graduate and undergraduate preparation programs for teachers, librarians, and media specialists.

- Opportunities should be provided for pre-service teachers to develop abilities and skills in the use of all types of educational media.

- If an institution has a graduate program for the training of educational media specialists, it should provide for at least three levels of performance: (1) coordinator of media services in a department or building, (2) director of a central service center in a school system or college, and (3) positions of wide policy responsibility and college teaching and research assignments.

III. THE EDUCATIONAL MEDIA CENTER

- An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the institution, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.

- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.

- An educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.

- The quantity and types of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the institution's faculty.

- Educational media services to campus departments should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.

- There should be definite plans for involving faculty members in continuous evaluations of the effectiveness of presently owned media.

- There should be a definite plan for replacement of worn out or obsolete equipment.

- An institution should provide centralized services for maintaining all educational media owned by the institution.

- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.

- All educational media should be examined and/or previewed before being purchased by the institution.

- An educational media center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or video tapes.

- Necessary special services and equipment such as still and motion picture photography, time-lapse photography, reaction recording equipment, and microphotography equipment should be provided when needed in some types of research.

- Unique materials needed for specific teaching and learning situations should be produced locally. Such media include magnetic tapes, graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and microphotography, and special visual materials for use by administrative officials.

- An educational media center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, display and exhibits, set and costume design, lettering, animation, models, and motion pictures.

- A production unit should have a minimum staff consisting of a director, secretary, photographer, and artist.

- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.

- If an institution is large and complex, the main media center should be supplemented by sub-centers. The services provided by the main media center should be comprehensive and its services should include all those which the sub-centers are not equipped to provide. Duplication of effort should be held to a minimum.

- When educational media are available only from the main media center they should be delivered to the point of use at regularly schedules intervals.

- All frequently used educational media should be automatically placed in media sub-centers in colleges, departments, and/or administrative units on a long-time loan when the need is established.

- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.

- If an institution has need for complete motion picture production services, there should be facilities for the production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color film.

- There should be a central photographic production service available to all departments and administrative units which produces all kinds of still photographic materials, including student identification pictures and scientific photographs.

- If an institution has need for complete recording and professional type high-speed re-recording, such facilities and equipment should be made available and provisions made for duplicating tapes for radio broadcasts and for learning centers and language laboratories.

- Graphic materials production facilities and services should be available in one location with sub-facilities available where needed for the production of graphs, charts, animations, art work, transparency originals, and silk-screen plates. It may also be desirable to provide for the production of specialized materials such as medical and dental illustrations, teaching models, and scientific exhibits.

- In order to achieve a high level of utilization all educational media should be made highly accessible to each faculty member, either by delivery from the media center to the point of use, or by the establishment of sub-centers (long-time loans) in each department or building.

- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be permanently located in appropriate departments, buildings, and in some cases in the classrooms in which they are to be used.

- All media sub-centers should be adequately staffed with personnel appropriately trained for the level of performance they are expected to render.

- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

- Housing facilities for an educational media center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all institutional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media.

- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.

- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in an institution should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.

- Every classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

- Every classroom should be equipped with permanently installed bulletin boards, chalkboards, a projection screen, and map rails as needed for instruction.

- An institution that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.

- An institution that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.

- All institutions should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk screen production area, mechanical printing devices, and office space as required.

- The materials production services should be provided with space for the following work activities: (1) office, (2) conference room, (3) photography studio, (4) at least one darkness, and (5) a graphics studio.

- An institution that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.

- Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion pictures photography, television, and radio.

- Professional personnel should be provided office space with sufficient privacy for consultations and conferences.

- An educational media center should have preview rooms where educational media can be examined and evaluated.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.

- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.

- An educational media program should be financed entirely from regularly appropriated institutional funds.

- The budget of an educational media program should be based on both the institution's long-range goals and immediate educational media needs.

- The budget of an educational media center should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.

- There should be a definite plan for gaining administrative and community support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.

- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the institution's program should be completely subsidized through a centralized budget.

  Faculty members should be able to use educational media from the media center without any more restrictions than those imposed on the use of the book library.

  The selection of all materials and equipment for purchase by the educational media center should be based on pre-determined specifications formulated by the media staff.

- An institution should have clear-cut policies concerning allocation, income, and charges against the educational media budget.

- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.

- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.

VI. EDUCATIONAL MEDIA STAFF

- Educational media personnel should work within the framework of job descriptions and policies relating to institutional media activities and these should be clear to the media administrator, his superior officer, and the entire media staff.

- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.

  In institutions where needed the professional media staff should include specialists in photography, graphics, sound recording, and programed materials, film librarians, and television staff members.

  Professional media staff members should be active in professional organizations, particularly those representing the area of their specialization.

- Professional media staff members should have advanced degrees with specialization in the media area in which they work.

- There should be at least one person in each department whose primary responsibility is implementing and coordinating the departmental educational media program.

- The educational media center should have adequate non-professional personnel consisting of clerical staff, maintenance technicians, television technicians, distribution clerks, and production technicians.

- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. He should possess a doctors degree or its equivalent, and should have had special training in such areas as the theory of educational communication, curriculum and instructional methods, production of such materials as graphics and photography, programed learning, research methods, administration, and supervision.

- The functions of the director of the educational media program should include: reporting the needs of the media program to the institutional administration, determining budget and financial needs, assisting in the selection, procurement, and maintenance of all materials and equipment, supervising the distribution of media, and providing consultative service to faculty, administration, and other institutional personnel.

- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, curriculum materials production, and graphic materials production.

- An educational media specialist should be able to delineate subject matter into teachable concepts; lead the faculty in cooperatively planning the curriculum; organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. He should possess administrative ability of a high order; know and be skilled in the use of evaluation techniques; and be able to operate as a research specialist.

- An educational media specialist should have skill in the care and operation of all media devices so that he can ably train and supervise operators and maintenance personnel.

- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.

- An educational media specialist should participate by attending local, state and national educational media conferences, conventions and workshops.

EVALUATIVE CHECKLIST

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AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

COLLEGES AND UNIVERSITIES

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This checklist is a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of Title VII, Public Law 85-864. Printed and distributed by the Department of Audiovisual Instruction of the NEA without use of government funds as a service to the teaching profession.

Introduction

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the checklist.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your institution. If a stat ement accurately describes your institution, mark the middle space to the left of that statement. If you feel that the situation at your institution is below what is described, mark the lower numbered space; if above, mark the higher numbered space. In any case mark only one space.

EXAMPLE:

[1] [2] [3] There is no full-time director of the media program.

[4] [5] [6] There is a full-time director in charge of the media program.

[7] [8] [9] There is a full-time director and a sufficient number of clerical and technical personnel.

I. INSTITUTIONAL EDUCATIONAL MEDIA SERVICES

CRITERIA

- o An institution should have a program of media services administered through an educational media center, and sub-centers if such are needed, which provide the faculty with an adequate supply of appropriate instructional materials.
- o The educational media center should be a separate service unit that operates at the same level as other major institutional services.
- o An institution should have clearly defined policies, procedures, and plans for its educational media program including short-range, and long-range goals.
- o There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to an institution's entire faculty.

A. Commitment To The Media Program

[1] [2] [3] The institution's educational media program consists of media services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for institution-wide media activities.

[4] [5] [6] The institution's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some media training but not enough to qualify him as an educational media specialist. He reports to the institutional administrator directly responsible for instruction.

[7] [8] [9] The institution has an educational media program including a media center and necessary sub-centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment To Educational Media As An Integral Part Of Instruction

[1] [2] [3] The institution has some educational media and services for faculty members who request them, but the faculty is not particularly encouraged to use the services.

[4] [5] [6] A variety of educational media and services are generally available and some attempts are made to acquaint faculty members with the services, and to encourage their use.

[7] [8] [9] The institution provides quantity and variety of educational media and services needed by all instructional units and encourages the faculty to use media as integral parts of instruction.

C. Commitment To Providing Educational Media Facilities

[1] [2] [3] Although some new and remodeled facilities provide for the use of some types of educational media, the institution gives very little attention to media utilization at the time classroom buildings are planned.

[4] [5] [6] The institution provides most new and remodeled classrooms with light control and other facilities necessary for the use of some types of educational media.

[7] [8] [9] All new classrooms are equipped for the greatest possible use of educational media and are designed to permit adaptation for the use of new developments in media. Old classrooms are being modified as fast as possible to provide for effective use of media.

D. Commitment To Financing The Educational Media Program

[1] [2] [3] The major source of income for the educational media program is that received for media services rendered to instructional departments and non-institutional users, and the budget is based on immediate needs only.

[4] [5] [6] The educational media program is partially financed by regularly appropriated institutional funds and partially by income derived from services to non-institutional users. Long-range plans are occasionally considered when making the budget.

[7] [8] [9] The educational media program is financed entirely from regularly appropriated institutional funds when media and services are used for instructional purposes. The budget reflects to some degree long-range educational media plans and includes provision for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment To Staffing The Educational Media Program

[1] [2] [3] The responsibility for educational media services is assigned to various institutional staff members whose primary commitments are in other institutional jobs.

[4] [5] [6] The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided some clerical and technical assistance.

[7] [8] [9] Leadership and consultative services are provided by an educational media specialist and a qualified professional staff, all of whom have faculty status. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

- An institution should engage in a continuous evaluation of its educational media program as it relates to the instructional program.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

A. Consultative Services In Educational Media Utilization

[1] [2] [3] Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

[4] [5] [6] Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

[7] [8] [9] Educational media professional personnel work as a part of their regular assignments with faculty members in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Media Services To Educational Preparation Programs

[1] [2] [3] The educational media program provides some media services for teacher preparation programs, but the department or college of education depends on its own leadership for planning media experiences in preparation programs for prospective teachers and media specialists.

[4] [5] [6] The educational media program provides some media services and leadership for the teacher preparation programs, and gives some assistance in providing preview opportunities for those wishing to examine instructional materials.

[7] [8] [9] Professional media personnel participate in the pre-service training of teachers through appropriate assignment to teach professional courses and by serving in a consultative capacity to the education faculty. The educational media service center provides necessary media and services not otherwise available to the instructional program in education.

C. Faculty-Student Use Of Educational Media

[1] [2] [3] Only a few faculty members make any use of educational media in their classrooms. Students rarely use media in class presentations.

[4] [5] [6] Quite a few faculty members make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

[7] [8] [9] Most faculty members use appropriate educational media for instructional purposes. Students also use appropriate media for individual and group study as well as for class presentations.

D. Involvement Of Media Staff In Planning

[1] [2] [3] The professional educational media staff is seldom involved with the faculty in planning for the use of educational media.

[4] [5] [6] The professional educational media staff is occasionally involved with the faculty and staff in planning and producing materials for use in the instructional program.

[7] [8] [9] The educational media specialist and his professional staff are usually involved with the faculty in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

- Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of an institution, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.
- The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

A. Location And Accessibility Of Educational Media

[1] [2] [3] The location of the main educational media center is such that media are not accessible to most faculty members, and the main center is not supplemented by sub-centers where media are placed on long-term loan.

[4] [5] [6] The location of the main educational media center is such that media are not very accessible to the faculty, but the main center is supplemented by sub-centers which duplicate some of the services of the main center.

[7] [8] [9] The location of the main educational media center and the presence of necessary sub-centers make media highly accessible to all instructional units. Both the main center and the sub-centers are fully equipped to support a quality instructional program.

B. Dissemination Of Media Information

[1] [2] [3] Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

[4] [5] [6] Information concerning educational media is disseminated to the faculty and staff on an occasional basis or when requested.

[7] [8] [9] Information concerning educational media is frequently disseminated to the faculty, students, and staff as a matter of policy.

C. Availability Of Educational Media

[1] [2] [3] The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

[4] [5] [6] There is sufficient quantity of educational media to make it possible for them to be delivered on relatively short notice.

[7] [8] [9] There is sufficient quantity of educational media to insure their delivery to the point of use at any time during the week in which they are requested.

D. Storage And Retrieval Of Media

[1] [2] [3] Media storage facilities are available but are inadequate for some type of media, and personnel have difficulty in locating and retrieving specific items.

[4] [5] [6] The main educational media center and all sub-centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

[7] [8] [9] Adequate storage space, including space for future expansions, is provided in the main educational media center and in all sub-centers with proper humidity control where needed. The center has a master retrieval system for immediate location of media.

E. Maintenance of Media

[1] [2] [3] Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

[4] [5] [6] Educational media are repaired and cleaned whenever the maintenance staff has the time to do so.

[7] [8] [9] All educational media are inspected after each usage and are cleaned and repaired on a regular basis, or when inspection indicates the need.

F. Production of Media

[1] [2] [3] Limited production facilities are available for faculty members to produce their own materials.

[4] [5] [6] The educational media personnel, as well as faculty members, produce some educational materials. The staff of the center is limited to the extent that all demands for productions cannot be met.

[7] [8] [9] The educational media personnel produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.

Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

A. Physical Facilities in Existing Classrooms

[1] [2] [3] A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

[4] [5] [6] Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

[7] [8] [9] All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

[1] [2] [3] Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

[4] [5] [6] Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

[7] [8] [9] All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the institution's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

A. Reporting Financial Needs

[1] [2] [3] The financial needs of the educational media program are reported to the chief administrative officer in charge of instruction only when immediate expenditures are urgently needed.

[4] [5] [6] The financial needs of the educational media program are regularly reported to the chief administrative officer in charge of instruction.

[7] [8] [9] Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization and effectiveness of the media program, are made to the chief administrative officer in charge of instruction.

B. Basis for Budget Allocations

[1] [2] [3] The educational media budget is based on an arbitrary allotment of funds irrespective of need.

[4] [5] [6] The budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

[7] [8] [9] The budget is based on both the immediate needs and the long-range goals of the institution and reflects clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

[1] [2] [3] Each instructional department develops its own educational media budget without consulting an educational media specialist.

[4] [5] [6] The budget of the educational media program reflects the media needs of most instructional units. However, some deparments have their own media budgets which have no relationship to the educational media program.

[7] [8] [9] The budget of the educational media program reflects the media needs of the entire institution and is developed by the professional media staff in consultation with departmental administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical and technical staff to provide adequate media services to all institutional programs.

[1] [2] [3] An institutional staff person has been assigned to look after the educational media program. He performs more as a clerk, and a technician than as a professional media person.

[4] [5] [6] A professional media person with some special media training, or equivalent experiences is in charge of the educational media program and has some professional assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

[7] [8] [9] The educational media program is directed by a well qualified educational media specialist who is provided with sufficient professional, clerical and technical staff to provide adequate educational media services. He and his professional staff are instruction and curriculum oriented.

PROFILE SHEET

To develop a profile image of your program, transfer your mark from each item on the Evaluative Checklist to this sheet. Connect the marked spaces by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.